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ABSTRACT

This paper describes the Elementary Physical Education Program (EPE) at Washington State University, which represents a field-centered, competency-based approach to the preparation of physical education teachers. General program objectives include the following: (a) to prepare elementary physical education specialists to work effectively in a school setting; (b) to formulate a physical education program that the districts will be able to maintain; (c) to train interns to assess educational needs of a community and to adapt this ability to the needs of another country; (d) to train the specialists to work with other teachers in administering a physical education program; (e) to train interns to work effectively in community projects; (f) to continuously evaluate the effectiveness of the program in developing competent specialists; (g) to develop a competency-based teacher education program in elementary physical education, and (h) to train interns to act as resource people in areas of school curriculum other than physical education. Teacher interns who have previously earned baccalaureate degrees participate in a 12-month program of three phases: (a) preservice, which stresses preparation for teaching, mastering of subject matter, and the gaining of awareness and sensitivity to community needs; (b) inservice, which includes teaching in the school districts and on-site graduate course work; and (c) postservice, which includes thesis proposal approval and additional course work to develop administrative skills and to learn to conduct inservice training programs for other teachers. (PD)

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THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

WASHINGTON STATE UNIVERSITY
COLLEGE OF EDUCATION

A REPORT SUBMITTED TO THE
AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM
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SUMMARY

THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

AT

WASHINGTON STATE UNIVERSITY

The Elementary Physical Education (EPE) program at Washington State University represents an innovative, field-centered, competency-based approach to the preparation of physical education teachers. The project is a corollary of the Competency Oriented Personalized Education program at the university. As such, EPE serves as an exemplary model for other PBTE components in specific content areas that are being developed at WSU. On-going planning, implementation and evaluation of the program is a cooperative function of the university, the school districts of Clarkston and Kennewick, Washington, the local communities, and the teacher interns involved in the project--a true consortium design to teacher preparation and certification. Through the development and establishment of new and viable physical education curricula, the EPE project also offers an enriched learning environment for children.

Teacher interns who have previously earned baccalaureate degrees participate in a twelve-month program of three phases: Pre-service which stresses preparation for teaching, mastering of subject matter, and the gaining of awareness and sensitivity to community needs; In-service which includes teaching in the school districts, on-site graduate course work in teaching, curriculum, learning, development, and methods of research, and the conducting of community projects; Post-service which includes thesis proposal approval, additional course work aimed at developing the interns' administrative skills and their abilities to conduct in-service training programs for other elementary school classroom teachers.

Internal evaluations by the university, school districts, teacher interns, and children certify the success of the project. Approval of the community (external evaluation) has been reflected in the passage of school bond issues. The positive outcome of the project is attributed to the effects of the model and the dedication of the personnel.

THE ELEMENTARY PHYSICAL EDUCATION PROGRAM

AT

WASHINGTON STATE UNIVERSITY

Introduction

The faculty of the College of Education at Washington State University has offered leadership in the development and implementation of performance based teacher education (PBTE) programs. The first major movement in this direction entailed the development of the Competency Oriented Personalized Education (COPE) program, a comprehensive teacher education model composed of four major components: a career seminar, a learning and development seminar, sets of learning modules, and an internship. The career seminar attempts to improve the student's self understanding and understanding of teacher roles and responsibilites. The learning and development seminar emphasizes the clarification of personal goals and values, and facilitates an understanding of young people and the learning process. The learning modules, consisting of program objectives, pre-tests, alternative learning strategies, simulations, and post-tests, are utilized to help teacher trainees attain specific competencies. Finally, the internship program provides opportunities for trainees to integrate and apply these competencies.

Through comprehensive and systematic planning-implementation-evaluation activities, the COPE program has evolved as the major thrust of PBTE at Washington State University. COPE is a vital and on-going program, not an abruptly added magical elixir. Continuous modifications are made to promote utilization of manpower and talent resources and to insure that the teacher education sequence meets the emergent needs of teachers and learners in a dynamic society.

The 1971 Guidelines and Standards for Teacher Certification, adopted by the State of Washington to promote alternatives to traditional teacher certification approaches, have enouraged the development of additional PBTE components, particularly field-based ones, at our school. The '71 Standards provide a framework which requires consortia of local educaitonal agencies, institutions of higher educaiton and professional associations to evolve and implement PBTE criteria and accountability systems.

Under the impetus of the new certification standards, two types of consortia have emerged. One is an "umbrella" consortium, a general type of organization which takes a broad view of the standards and acts as a coordinating agency with a variety of special interests task forces operating as subgroups in the various areas of certification programming. The second type is the "single purpose" consortuim which restricts its operation and review to one specific area of specialization such as reading, counseling or one of the subject matter area. The College of Education of WSU is involved in both types of consortia.

An illustration of the "single purpose" type of consortuim, with resulting competency based criteria for different levels of certification and evaluation techniques at the post-baccalaureate level, is the Elemenary Physical Education (EPE) program at our university. A full description of the EPE Program, its evolution, the etiology of its financial support, and its subject matter components are presented in this report. It is the belief of our faculty that the EPE project, as a corollary of the COPE program, serves as an exemplary model for other PBTE components that are evolving at WSU.

Program Description

The College of Education in cooperation with publi schools in the cities of Clarkston and Kennewick, Washington, have implemented an innovative, field-centered, competency-based, post-baccalaureate program to prepare elementary school physical education specialists. The thrust of this PBTE component has involved utilizing a consortium approach to the education of qualified teachers, while simultaneously helping two communities to enrich the learning environments of their children through the establishment of elementary physical education curricula. The program has been directed toward the encouragement of innovative and experimental modifications of the teaching-learning environment in specific school situations. The approach involves the continuous evaluation and adaptation of curriculum, organization, and instructional methods. External support from the Teacher Corps has helped to effectuate the project (see Appendix D for budget itemization).

Participants in the Elementary Physical Education Project include interns, team leaders, a project director, school administrators, school principals, classroom teachers, community representatives, and a program development specialist. For participating interns, the training period includes two summers and one academic year. Upon completion of the preparation activities, the interns are offered the option of applying their competencies in Venezuela under the direction of the Peace Corps (the Venezuelian government has requested U.S. assistance in the development of elementary P.E. programs). During the post-training interval, the students are given the opportunity to complete their master's theses. The program offers the teacher preparation and experience in a specialty of great demand, while affording an opportunity for greater insight into the culture of both the United States and foreign countries.

Twenty-five interns who have completed an undergraduate degree are selected for the program. The interns are enrolled in the graduate school at WSU and have the option of working towards a Master of Arts in Teaching of Physical Education, a Master of Education degree, or a Master of Science degree in Physical Education. The type of intern enrolled is one who is motivated to teach economically disadvantaged children. In addition, during the past two years of program operation many of the interns (over 50%) have been members of racial minority groups.

The program is composed of three basic phases: pre-service, in-service, and post-service. As described below, the first and last phases are primarily functions of the university; the second phase is a university-school district-community venture.

Pre-Service

A primary goal of the pre-service phase is to help the interns prepare for teaching during the school year. Accordingly, lesson content (elementary P.E. program materials); strategies of teaching, actual teaching experiences, behavioral objectives, lesson planning, taxonomies and curriculum design; personal sports skills; and community concepts--biases, exceptions, public relations--are stressed. The interns are enrolled in eight hours of graduate and two hours of undergraduate coursework.

When the team leaders (descriptions of these and other roles are included in Appendix A) work with the teacher interns, the thrust is on school district expectations and curriculum. They work with activities that create an awareness of needs and problems of culturally different students. The education sequence, thus, is designed to help the trainees to assess their roles as potential agents of change within a community; it covers community structure, minority group needs, public relations activities, and community opinion of the educational process.

In-Service

During the in-service phase, the interns' time is divided among three areas: continuation of graduate courses at the university, teaching in the school districts with supervision of team leaders, and individual community projects.

For the first semester, the graduate work consists of: a) an on-site course in innovations in teaching; b) an on-campus, partly modularized course in motor learning; and c) an on-campus course in general curriculum for the elementary school. The actual teaching experiences require a half day of teaching, plus planning and evaluation time with team leaders and other school personnel, four days per week.

To date, the interns' teaching has included work with children from kindergarten through middle school and the program for special children in the Clarkston district. In Kennewick, the experiences have been with kindergarten through fifth grade children. In all cases, each team of interns has been assigned to at least two schools. The team leaders have divided supervisory time among the schools in which their team members have taught.

Community service projects, an integral component of the in-service phase, have been arranged by a community coordinator. These projects have been as diverse as the interns' talents, imaginations, and levels of dedication. The projects, thus far, have ranged from construction of new play areas, to work in convalescent programs, to the offering of courses in personal defense for community women, to the establishment of after-school sports and recreation programs. (A more complete listing of these community projects is contained in Appendix C.)

During the second semester, the university program includes: a) a course in methods of research in P.E., b) a course in comparative physical education, as assistance to the Peace Corps phase of the program, and c) a course in perceptual motor development, assisting the interns in evaluating and analyzing motor behavior. The school district and community components continue through the second semester. Those interns who have not earned undergraduate degrees in physical education also complete learning packages in anatomy and kinesiology. Interns also plan and receive advice for their thesis projects during the in-service phase.

Post-Service

The post-service phase includes time for synthesis activities in which the interns meet with the graduate committee to develop their proposals for M.S., M.Ed., or M.A.T. degrees. Course work during this period is concerned with developing the intern's administrative skills and their ability to conduct in-service training programs for elementary school classroom teachers.

Program Objectives and Criteria for their Attainment

The general objectives for the program provide insights into the expected outcomes. They are as follows:

1. To prepare elementary physical education specialists to work effectively within a school setting.

2. To formulate with the cooperating school systems an elementary physical education program which the districts will be able to maintain after completion of the project.

3. To develop the ability of the interns to assess the educational needs of a community and to adopt this ability to the needs of another country.

4. To train elementary physical education specialists to work with other teachers in setting up and administering a physical education program.

5. To develop the ability of the interns to work effectively in community projects.

6. To continuously evaluate the effectiveness of the program in developing competent elementary physical education specialists.

7. To develop a competency-based teacher education program in elementary physical education.

8. To develop the ability of the interns to act as resource people in areas of the school curriculum other than in physical education.

The criteria used to assess attainment of each of the preceding goals are presented in Appendix E.

Personnel Involved

Personnel in the project include university staff and administrators and specially employed administrators (project director and a program development specialist); school district staff, including the Local Educational Association (LEA) coordinators; teachers who act as team leaders; community coordinators; and, of course, the interns. (Appendix A contains descriptions of the qualifications of the staff members.)

Budget

See Appendix D for an itemization of the program budget.

Contributions to the Improvement of Teacher Education

Physical education may be one of the most effective means used by teachers to "reach" children. In distinguishing mentally "healthy" from "unhealthy"

individuals, Maslow (1962) indicated that healthy people are more "integrated" in that their cognitive, affective and motor dimensions work collaboratively toward the same ends. The goal of the educational process cannot be limited only to the accretion of knowledge, but must include varied and pervasive learnings that interpenetrate all aspects of the individual's existence. The type of education that involves the total personality of the learner, by definition, must encompass physical, as well as personal-emotional, social, ethical, esthetic, and cognitive components.

Trainee competencies, rather than hours of credit, are used as the basis of teacher preparation in the EPE project. Because the program is performance based, each intern's competency is determined by individual performance in carrying out the role of a school district's P.E. teacher.

The consortium approach--the cooperative effort between the local schools, the university, and the communities--used to initiate and implement the project, has been particularly valuable. Each participant group has had its unique set of goals and expectations. These expectancies have made a consortium approach not only useful, but mandatory. This type of inter-organizational communication is urgently needed if teacher education programs are to be aligned with the realities of a complex contemporary society. Many diverse points of view need to be voiced and considered during all stages of the educational process--including those of teacher preparation.

The EPE project encompasses bi-lingual and bi-cultural experiences. The interns are given opportunities to develop their capacities for humane, sensitive, and critical inquiry into the nature of cultural issues, to examine their own cultural attitudes and values, to deepen their awareness of their own cultural identities, and to expand their contacts with individuals of other cultural heritages. The perspectives of community members in Kennewick and Clarkston are also broadened

from their interaction with the interns, as many of these interning professionals are themselves minority members.

The comprehensiveness and synchronization of the pre-service--in-service--post-service phases also appear to be viable aspects of the EPE project. Together, these components produce a training model that is both meaningful and significant. The learning experiences of the interns are relevant to the conditions actually facing classroom teachers. The field-centered in-service element allows for a juxtaposition of the theoretical with the practical.

The involvement of each intern in the community represents another integral component of the model. Trainees learn skills that enable them to assess the needs and concerns of their respective school districts and communities. Each intern works with at least one community agency. Thus, the role of the teacher is expanded to include educational activities outside the confines of the traditional classroom. These projects enable the teacher-in-training to gain insight and sensitivity into the concerns of the community, to help citizens while simultaneously completing a worthwhile community project, to increase their public visibility, and to share their skills with individuals of all ages. These types of activities support the point of view that education is a life-long pursuit that encompases all aspects of community living. Flexible, concerned, and dedicated teachers are needed for this expanding definition of education.

The interns in the EPE project attain competency in not only one skill area (i.e., physical education) but also develop the ability to serve as resource people in other areas of the school curriculum. The participants learn the processes and techniques of successful change agentry and learn how to conduct in-service activities. These skills broaden their possibilities for facilitating innovative educational practices within future school settings.

Finally, constant formative evaluation represents a central feature of the EPE program. The operation of the project is continuously analyzed in terms

of the goals and objectives. Where inconsistencies and problems are uncovered, workable alternatives are formulated to insure swift ameliorations.

Evaluation

Formal and semi-formal evaluations are made, by all concerned, throughout the program. The interns complete self-evaluations which are compared with evaluations of them made by university personnel, team leaders, building principals, and/teachers. (see Appendix E). The total program is also evaluated by the interns. The progress of the school children is evaluated by team leaders and interns. The children evaluate their experiences, and finally, through sampling techniques, the communities evaluate the program.

During the post-service phase, the interns evaluate the instructional program, the instructors, the team leaders, and the school district-community requirements. These evaluations of the model are used to strengthen the program content and to counsel both university instructors and team leaders.

Twenty-four out of twenty-five interns completed the EPE program during the first year of operation, and all ttwenty-five during the second year. This excellent retention record is interpreted as a positive assessment of the project.

The children are evaluated by means of the AAHPER fitness test during the first and last months of school. A Movement Satisfaction Test, devised by university personnel, has also been developed (see Appendix E). Several of the interns have conducted program evaluations with their own students. These polls indicate that the children have responded favorably to the curriculum. It is believed that these internal evaluations by the university, school districts, teacher interns, and children certify to the success of the program. Community approval by means of external evaluation has been reflected in the passage of school bond issues in both districts. The superintendents have reported that these affirmative votes were substantially due to the community contributions made by enthusiastic interns.

Specific analysis of the impact of the program to the school districts, the community and the university are included in Appendix B. To summarize these points, the positive outcomes of the project are attributed to the effectiveness of the model itself and the competence and dedication of the personnel who have implemented it.

In closing this description, it seems appropriate to refer to some of the statements expressed by the individuals directly affected by the program. These viewpoints range from those of the intern..."The program has demonstrated to me that real changes can be made to enhance educational opportunities for kids"--to the young student who has just returned from physical education class... I wish P.E. class would never end!"--to the teacher..."I really appreciate the interns having everything ready to go so there's no wasted time"--to the parent... "My child is actually enjoying P.E. for the first time in her life!"

Appendix A

Personnel and

Descriptions of Staff Roles

Elementary Physical Education Program Staff Members--
Washington State University, Clarkston and Kennewick
School Districts

Director: John E. Guzman
Assistant Director: Gordon Gotts,
Mary Ann Ryder
Program Development Specialists: Mary Lou Enberg and
Victor P. Dauer
Instructional Staff: Victor Dauer, Rex Davis, Robert Doornink,
Mary Lou Enberg, Sheryl Gotts, Gordon
McCloskey and Donald Orlich
Evaluator: Dorothea A. Coleman
Advisors: Carol Gordon and Roger Wiley
Team Leaders: John Justh and Harold VanTine of the Clarkston
School District; Ron Siemers, Monte Jones and
Wayne Bell of the Kennewick School District
Physical Education Coordinators: Norm Garrett of Clarkston
School District and
Clarence Sperline of
Kennewick School District
Supporting Administrators and
Faculty Members: George B. Brain, Carol E. Gordon,
Dale G. Andersen, Roger Wiley,
Gordon McCloskey, Donald C. Orlich and
Robert J. Harder

Teacher Education Standards for Physical Education (TESPE)
Consortium:
Helen Burns, Francis Rish, and Kenneth Olson of
Richland School District; Billie Carlson, Marion
Morland, Clarence Sperline, and Robert J. Valiant
of Kennewick School District; Dorothea A. Coleman
and Roger C. Wiley of Washington State University

Washington State University TESPE Committee:
Marlene Adrian, Sheryl Gotts, Mary Lou Enberg,
Jane Ericson, Carol Gordon, Dorothea A. Coleman,
Roger Larson, Sam Adams, Rex Davis, Victor Dauer,
Roger C. Wiley

Descriptions of EPE Staff Roles

Project Director

The project director has the primary responsibility for the development and administration of the program. He plans with the school districts, helps to organize selection panels, prepares invitation kits, meets regularly with intern and community groups. He demonstrates leadership abilities with young people. The director is responsible for a continuous process evaluation of the university program, with input from university and school personnel, the community and from interns, to determine whether the project is fulfilling the needs of the respective participants, and if not, for developing modifications so as to restructure the Elementary Physical Education Project.

Program Development Specialist

The program development specialist is knowledgeable about competency-based teacher education development, systematic management, and formative evaluation; he/she is competent in the development of instructional systems, the development and revision of a systematic management plan, the on-going development of competency-based curriculum and the continuing dissemination of successful project elements to the total college program.

School Coordinator - LEA

The school coordinator is responsible for the administration of the school system plan for change (i.e. development of elementary physical education program). The coordinator, in cooperation with the schools, the community and the university, communicates the needs of the school district to the university and specifies beginning teaching skills that the interns must attain prior to the inservice portion of the project. Selection of interns, planning of the pre-service program, and on-going evaluation of the training through competency assessments are part of this individual's responsibilities. In addition, the coordinator is accountable for obtaining the participation of the school staff (principals, cooperating teachers, and para-professionals) in the development of the project and for the subsequent orientation and participation of these persons. He handles the administrative details of the school program.

Team Leaders

Each of the five team leaders assumes the three distinct roles of teacher, student, and leader, while functioning in three diverse settings--the school, the university and the community. As a teacher-educator, this person provides instruction and support for all members of the team, not just interns, and is involved in curriculum development. Team leaders serve as the interns' liaison with university, school and community representatives. They receive training which enable them to perform in leadership roles.

Team leaders selected for the project have had at least five years of recent teaching experience with children from low-income families. They are chosen for the Elementary Physical Education Project because they appear to be able to supervise, instruct and motivate their interns. They also demonstrate an ability to relate to parents and the community. To perform well in this new leadership role, the team leaders need to have an unusual degree of flexibility, openness

to change, sensitivity to individual differences and life-styles and a committment to involve themselves fully in the project.

Community Coordinator

The community coordinators (one per district) attempt to facilitate the successful adjustment of the interns into the community (i.e. either Kennewick or Clarkston). Each coordinator seeks to act as a resource person in terms of community activities and action groups, to help interns with housing problems, to establish school-community joint projects, to facilitate communication between the interns and parents, to make available to the interns information regarding inexpensive transportation, medical aid, grants or scholarships for low income or minority groups.

University Representatives

Many individuals from Washington State University are involved with the Elementary Physical Education Project. A Program Development Specialist is responsible for creating competency modules and for facilitating the establishment of the physical education programs within the respective schools. This position is a field-oriented one. Other faculty members are involved in the teaching of on-campus and on-site courses to interns and team leaders, and in the administration of the project. Other activities include serving as advisors and members for graduate thesis committees, and participating in the development of the TESPE document.

Appendix B

Impact of the EPE Program

Impact on School Districts:

1. Both school districts needed an elementary physical education program. The success of the project has been a substantial factor in the passing of levies in both districts.
2. Both districts have instituted on-going elementary physical education programs.
3. Personnel in the districts have benefited from working closely with the university. It has provided an excellent opportunity for interchange about the latest trends in curriculum, methodology, and content.
4. The conduct of thesis projects in the schools has benefited students and teachers alike.
5. A curriculum guide in physical education (K-12) has been developed in both districts as an out growth of this project.
6. The interns and team leaders have been responsible for the development of improved playground facilities and in the making of equipment necessary for a quality program. School and parent groups are continuing with this project.
7. The project personnel instituted an intramural program in the schools.
8. A physical education program for the handicapped has been started.
9. Through in-service, district-wide classes, school personnel from several disciplines have had an opportunity to broaden their backgrounds in physical education content and its contributions to the curriculum and students.
10. The students in the physical education classes have benefited in the following ways:
    a) An improved self-image resulting from learning how to use one's body gracefully and efficiently;
    b) Improved performance in physical fitness;
    c) A broader background in terms of skills, sports and games;
    d) A deeper appreciation of sports, games, fitness, and other movement activities and the part they can play in an individual's life.
11. The classroom teachers also have gained from their experience with the project:
    a) They have seen the value of an organized physical education program conducted by a trained specialist.
    b) Their backgrounds have been expanded in terms of the contributions physical education can make to their students and to the total educational program.
    c) A much better understanding of skill development, fitness movement exploration, games, sports and rhythms has become evident.
12. As substantiated by district reports, there has been a marked increase in the involvement of parents in school affairs due to the program.
13. The whole school district has benefited from having an opportunity to work with interns from different cultures and with different academic training and experiences. The interchange and growth has been exciting and obviously beneficial.
14. The team leaders, interns and Program Development Specialist have all gained from the experience of working together and with children.

Impact on Community:

1. Through public relations efforts (i.e. speaking to civic groups, conducting of community projects, involvement of parents in playground projects, track meets, etc.) on the part of the personnel involved, the community has

developed a very positive attitude toward elementary physical education.

2. The community as a whole has benefited from having interns from different cultures living and working among them.
3. Many segments of the community have been served by the project.
    a) Senior Citizens
    b) Handicapped children and adults
    c) Adult continuing education classes in Spanish and in sports recreation
    d) Girl Scouts
    e) Parochial school program improvement
    f) Community Recreation Departments
    g) High School athletic teams were aided by the coaching provided by interns
    h) Church groups

Impact on the school of education: The impact of the EPE project on the Department of Education has been felt in several ways. The Department of Education faculty have been utilized in teaching courses for in-service training programs for the regular instructors in Clarkston and Kennewick--a spin-off of the field components of the EPE program. The latter has led directly to an increase in the number of regular district personnel who are now in fifth year and graduate degree programs in the Department.

In a less direct but important way, the Department of Education (and thus the University) has benefited because of the advances that have been made in teacher certification through the development of Teacher Education Standards for Physical Education (TESPE). Because progress was made rapidly in defining performance based standards in physical education within TESPE, a healthy pressure was placed on the Department to move toward defining more clearly those performance based standards in general teacher education that should be required of P.E. majors. Also the project has helped to increase the sensitivity of people in the Department of Education to foreign cultures and/or other people who are culturally different.

Finally through contacts made in Venezuela, lines of communication have been opened which hold potential for cooperation and exchange in educational programs between Washington State University and community colleges and other institutions of higher education in that country.

Appendix C

Community Projects of EPE Interns

In addition to their teaching duties, the interns have had projects either in the community or extra-curricular school related activities. The following is a partial list of these activities. The interns:

1. Worked with the Community Action Agency and the Asotin County Center for Family and Youth Services on a one-to-one basis with the youth of Clarkston at their youth center.

2. Supervised bingo, movies, arts and crafts and talked with the residents of Rest Haven, a rest home for the aged.

3. Tutored at Lincoln Middle and Highland Elementary Schools.

4. Planned and instructed the physical fitness routines for the Junior Miss Contest sponsored by the Clarkston Jay-C-ettes.

5. Coached basketball at the Valley Boys Club (Clarkston Branch), the Holy Family Parochial School, and the girls from the Clarkston HS.

6. Organized intramurals at the Lincoln and Holy Family Schools.

7. Supervised a weight lifting program at the Lincoln Middle School.

8. Organized an elementary recreation program at the Parkway, Highland, and Poplar Schools.

9. Set up a wrestling program at the elementary and middle schools.

10. Taught adult and continuing education Spanish classes.

11. Organized a physical fitness program for low income women in cooperation with the Community Action Agency.

12. Taught a self-defense class to the girls and women of the community.

13. Worked with the Girl Scouts as assistant leaders.

14. Contributed playground improvements for the Highland and Parkway Elementary Schools in the form of building truck-tire towers for climbing, landscaping of the grounds, and gardening equipment and materials from the community.

15. Helping put together an in-service physical education program for regular and special education teachers to be used after TC/PC leaves.

16. Tutored students scheduled into the reading or math skill center at Lincoln Middle School.

17. Assisted with the high school tennis team.

18. Assisted the leader of a Girl Scout troop.

19. Developed a "Recreation for the Handicapped Program" in conjunction with Adele Plouffe, Asotin County Developmental Disabilities Center social worker.

20. Assisted Special Olympics Committee in setting up a bowling tournament and a basketball team for the handicapped.

21. Taught conversational Spanish at the Walla Walla Community College branch in Clarkston.

22. Assisted football coaches at the high school in Clarkston.

23. Directed intramural activities at the Lincoln Middle School.

24. Conducted a drive for the donation of supplies and materials to be used in the physical education programs of the various elementary and the middle schools.

The significance of these community projects and their impact on the Clarkston School District and community can best be illustrated by noting the permanence and continuity of some of these projects. Although many projects were of a temporary nature, several were designed to leave lasting benefits.

Appendix D

Budget Summary

As mentioned in the text of this program description, external support for the project has been provided through Teacher Corps funding. The following represents Institutional Expenses:

A.	DIRECT COSTS-Salaries	
	1. Administrative (salaries)	3,434
	2. Secretarial & clerical (salaries)	1,070
	3. Instructional (salaries)	26,913
	4. SUBTOTAL FOR SALARIES (Sum of 1-3)	31,417
B.	OTHER DIRECT COSTS 8% x 30,417	
	5. Employee services and benefits	2,473
	6. Travel	
	a. Staff	-0-
	b. Travel for program activities	1,000
	c. Corpsmember travel to pre-service	2,800
	7. Office supplies, reproduction & communication	500
	8. Instructional supplies, etc.	2,500
	9. Required fees (Tuition not applicable)	447
	10. Equipment Rental	1,500
	11. Recruitment	-0-
	12. SUBTOTAL FOR OTHER DIRECT COSTS (5-11)	11,220
	13. TOTAL DIRECT COSTS (sum of 4 and 12)	42,637
C.	INTERN SUPPORT (How long 8-10 weeks)	
	14. Intern Stipends (How many 25)	20,160
	15. Dependency allowance (How many 35)	3,360
	16. Benefits	1,411
	17. TOTAL INTERN SUPPORT (Sum of 14-16)	24,931
D.	18. TOTAL DIRECT COSTS AND INTERN SUPPORT (Sum of 13 and 17)	67,568
	19. TOTAL INDIRECT COSTS (8% of line 18)	5,405
	20. School District Costs	1,950
	21. TOTAL BUDGET AND/OR EXPENDITURES	74,923

Appendix E

An Example Intern Evaluation and Student Evaluation Instrument

(Movement Satisfaction Test)

Intern Evaluation

Formal evaluation for the interns is conducted three times. The first evaluation assesses intern progress toward attainment of the TESPE preparatory level competencies. The second formal evaluation occurs at the end of the first semester as a joint project of university personnel, team leaders, and interns. The objectives are to (1) assess each individual's progress toward fulfillment of the initial-level competencies, (2) define the learning experiences and time periods which would help interns remediate competency deficiences, and (3) identify the effectiveness of the evaluation instrument developed for this assessment. The third evaluation occurs during the last five weeks of the second semester. The university component of the final evaluation is a teach-reteach lesson which is televised for critique by the intern and university personnel. The intern prepares a lesson for use with a given age group. The lesson is televised, critiqued via an evaluation instrument, re-taught with modifications to an equivalent group of children, and re-critiqued. Interns, to date, have reported that this assessment has been a beneficial experience in helping them to develop an awareness of their own teaching behaviors and the learning behaviors of their children.

Student Evaluation (Example)
Movement Satisfaction Test*
"Faces Tape K-3"

Tape for attitude test that uses faces: (grades K-3)

"This is a way for you to show how you feel about some of the things you do. See the pictures of the faces? Let's see if you can tell, by pointing to one of the faces, how you would feel about these things."

"Ready? How would you feel if you were going to the store to buy an ice cream cone? Point to the picture. Thank you."

"Let's try another one. How would you feel if you had made somebody cry? Thank you."

"Let's try one more. How would you feel if you need to choose between watching TV and going outdoors to play? Thank you. Now we're ready to start."

1. "How do you feel when you throw a ball, and it goes where you want it to?"

2. "How do you feel when you hang upside down or you are upside down in a stunt?"

Instructions to attitude test administrators, grades K-3, whose subjects have the faces:

1. Sit next to the subject, not across from him/her, so that you can see the faces in the same order they are given on your tally sheet.

2. Watch the subject's response on the three trials. Does it seem appropriate? If not, mark the tally sheet so that it can be identified as a response that was not appropriate to the questions.

3. Be sure that the subject's name/number is recorded (name and number on log sheet; number ONLY on tally sheet).

4. Mark the appropriate face (face to which subject points) on the tally sheet for the samples and the rest of the test. Hold the sheet so that the subject cannot see your marks, if possible.

5. Note any other response that might occur if you have time.

6. Have the tape recorder within easy reach so YOU can control it for stops if necessary.

7. Remember that your conduct can influence an attitude scale, so be careful to avoid talking, gestures, facial expressions.

*Early indications are that this instrument identifies feelings of success, failure, fear, frustration, and happiness about movement experiences with the student population tested.

Test Administrator's Tally Sheet for "Faces Tape K-3"

I.D. #_____

Sample Questions:

How would you feel if you were going to the store to buy an ice cream cone?

" " " How would you feel if you had made somebody cry?

" " " How would you feel if you needed to choose between watching TV and going outdoors to play?

" " " 1. How do you feel when you throw a ball, and it goes where you want it to?

" " " 2. How do you feel when you hang upside down or you are upside down in a stunt?

" " " 3. How do you feel when you move to music?

" " " 4. How do you feel when it is time to do school work?

" " " 5. How do you feel when you learn something new in P.E.?

" " " 6. How do you feel when you do a physical fitness test?

" " " 7. How do you feel when you catch a ball?

" " " 8. How do you feel when you have a small space in which to move?

" " " 9. How do you feel when you score a point for your team?

" " " 10. How do you feel when it is time to go home from school?

" " " 11. How do you feel when you run fast?

" " " 12. How do you feel when you lift something heavy?

" " " 13. How do you feel when you miss a ball that has been thrown to you?

" " " 14. How do you feel when you move fast and then slow down?

" " " 15. How do you feel when there is something in your way that you have to move around?

" " " 16. How do you feel when you lose your balance?

" " " 17. How do you feel when you lift something light?

" " " 18. How do you feel when you run slowly?

" " " 19. How do you feel when you curl up like a ball?

" " " 20. How do you feel when you have lots of room to move?

" " " 21. How do you feel when it is time to go to school?

" " " 22. How do you feel when you throw a ball, and it does not go where you wanted it to?

" " " 23. How do you feel when you jump high into the air?

" " " 24. How do you feel when you hit a ball with a bat or a paddle?

" " " 25. How do you feel when it is time for P.E. class?

" " " 26. How do you feel when you lose a point for your team?

" " " 27. How do you feel when you do the same thing that you already know how to do in P.E.?

" " " 28. How do you feel when you jump forward?

" " " 29. How do you feel when you stretch out like a bridge?

" " " 30. How do you feel when you move slow, then speed up?

" " " 31. How do you feel when you jump down from something?

" " " 32. How do you feel when you kick a ball?

" " " 33. How do you feel when you are unbalanced and then get balanced?

" " " 34. How do you feel when you push something that is light?

" " " 35. How do you feel when you skip?

Log sheet --"Faces Tape K-3"

(faces, grades, would change with the test administered)

Number	:	Name
1	:	
2	:	
3	:	
4	:	
5	:	
6	:	
*	:	
*	:	
*	:	
*n	:	

Appendix F

Program Objectives and Criteria for their Attainment

The general objectives and respective criteria for the program are as follows:

1. To prepare elementary physical education specialists to work effectively within a school setting.

   a. After a pre-service program, interns are placed in a public school.

   b. Emphasis is placed on the interns ability to work with minority and low income children.

   c. The most recent instructional techniques and program materials are available to each intern.

2. To formulate with the cooperating school systems an elementary physical education program which the districts will be able to maintain after completion of the project.

   a. Prior to the pre-service program, the needs and concerns of each school system are surveyed.

   b. The methods and materials are developed to meet the above stated needs.

3. To develop the ability of the interns to assess the educational needs of a community and to adopt this ability to the needs of another country.

   a. Each intern assessed his/her respective community and determines the educational needs.

   b. Members of the community, school, and university discuss and evaluate the relevance of each intern's findings.

4. To train elementary physical education specialists to work with other teachers in setting up and administering a physical education program.

   a. The interns work with the master teachers (team leaders) to conduct in-service programs in their respective school systems.

   b. Each intern, in carrying out his/her job, performs administrative duties.

5. To develop the ability of the interns to work effectively in community projects.

   a. Each intern works with a community agency.

   b. The community coordinator evaluates the interns effectiveness in this role.

6. To continuously evaluate the effectiveness of the program in developing competent elementary physical education specialists.

   a. The standards developed in the competency based program are utilized to assess each intern's competence.

   b. Evaluations are conducted by the University staff, team leaders, interns, school personnel, and memebrs of the respective communities.

c. An outside agency also evaluates the program periodically to minimize internal bias.

7. To develop a competency-based teacher education program in elementary physical education.

   a. The teacher certification standards of the State of Washington are used to develop the competency based program.

   b. Specialists on the University staff are used as resource persons to develop and test competencies suggested by the Teacher Education for Specialists in Physical Education (TESPE) Consortium (representatives of the Tri-Cities School Districts, state professional associations, and representatives of Washington State University).

8. To develop the ability of the interns to act as resource people in areas of the school curriculum other than in physical education.

   a. Interns study the general curriculum of the elementary school and also various subject matter areas.

   b. In Clarkston and Kennewick, interns observe elementary school programs in action.

   c. Through scheduled seminars, staff leaders in various subject matter fields discuss instructional procedures, content, and basic guidelines of the respective fields.